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THE OCTOBER COVER

The Student Union Building on the campus of Indiana State Teachers College. The Union Building serves as a center of student activity as well as a meeting place for townspeople and alumni.

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Rose Murphy...

I saw Rose Murphy this noon. We chatted on Main Street for a few minutes and then sat together over a cup of coffee for another half hour. I came back to work with a lighter step and a firmer faith in my profession. What to put in this editorial had been bothering me before I left on my vacation. In fact, the imp of Unperformed Duty nagged me all around Europe. I had thought to write it before I went away, but it was still unwritten. Yet the edges of my idea had showed themselves often. In a general way I knew. Seeing Rose brought the idea to flower. She had been the subject all the time, only I had been seeing her in generalities, as the qualities of a teacher, of any good teacher. If this sounds more like a eulogy than an editorial, I'll not care. Every teacher should approve a eulogy written while the subject is alive to enjoy it. Moreover, Rose, like Hamlet, is touched with universality... But to my subject.

She is as stout as ever. I wouldn't say fat. And though she has three grown daughters, she is as young looking as when I saw her first too many years ago. Her eyes sparkle with good humor and belief in people and life. Maybe that has kept her young. Certainly it wasn't laziness that did it. She has always been as willing and as tireless as a donkey engine, but she never "puts-puts" about how much work she is doing. The good life is a simple formula for her and when she tells me about it, it seems as natural and beautiful as

roses and plum blossoms. Here it is: she loves children and she finds joy in helping them grow up. They are all as much her children as the three she nursed when her husband was alive and she wasn't teaching—more than a generation ago.

Exactly what subject is assigned

The *Teachers College Journal* seeks to present competent discussions of professional problems in education, and toward this end restricts its contributing personnel to those of training and experience in the field. The *Journal* does not engage in re-publication practice, in the belief that previously published material, however creditable, has already been made available to the professional public through its original publication.

Manuscripts concerned with controversial issues are welcomed, with the express understanding that all such issues are published without editorial bias or discrimination.

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to her is not important. When I first knew her, it was science in junior high school. Later she ran a home economics department. She kept on studying in extension classes and summer schools. She has her Master's degree now and teaches English. Her teaching reminds me of Jonathan Swift's writing and good drinking water. It accomplishes its purpose without calling attention to itself. It sneaks up on one. Her method is so closely interwoven with her knowledge of the children and of her subject that it is almost unnoticed in the pattern of learning.

But I wouldn't be writing about her for my editorial if she were only an excellent classroom teacher. That isn't why the old grads look her up when they come back to the home town; that isn't why she looks little older than her daughters and why

the high school youngsters are glad to have her as a chaperone—or hiking companion; that isn't why the town has come to depend on her in so many of its youth projects; that isn't why I felt taller after I had talked with her.

Rose teaches mostly by being. I found myself repeating what Matthew Arnold said of teachers:

"... Souls tempered
with fire,
Fervent, heroic, and
good,

Helpers and friends
of mankind,"

If she ever suffered
from too much
ego, the tears and
laughter of children
took it out of her
long ago. In the
years I have known
her, she has wept
and rejoiced in hun-
dreds of young per-
sonalities. By a
wonderful paradox,

though she has given kindness, fair play, honesty, ardor, faith to the formation of more than a generation of young men and women, she has more to give today than when she was a slim, almost-too-lively girl on her first job.

Emerson rebuked the world for mischoosing its heroes. We place our adulation on many who have done nothing finer than to accumulate dollars or to get elected to office. I insist that the home town has no nobler citizen than Rose Murphy. She will laugh merrily when she reads that statement and then she will be serious, wishing she could be what I say she is. She is the good teacher, and the good teacher calls home the heart to the best there is in life.

That is why Rose Murphy is the subject of this editorial.

J. E. GRINNELL
Editor

To Teachers of Basic Business —A Challenge

Dorothy Becherer

Teacher, Business Education, Garfield High School
Terre Haute, Indiana

Since basic business is one of the newer areas in the field of business education, since its subject matter content is not so definitely established as that of the skill subjects, it appears that some reflective thought on basic business would not be amiss among business educators.

Perhaps it might be well to start with a definition of the subject itself. This is easy. Basic business may be known to business educators as junior business, general business, junior business training, general business practice, introduction to business—I have even heard it referred to as the course in the commerce curriculum which makes the credits come out even, the step-child of the department. Too frequently it may be, and probably is, any or all of these. But to quote an authority who has done major research in this field, Dr. Paul F. Muse, for what I've found to be the best definition. "Basic business is that aspect of business education which contributes to the general education of all learners by enabling them to understand, to appreciate, and to perform intelligently the basic business functions of living, irrespective of the particular occupation followed."*

With Dr. Muse's permission, I should like to proceed with my discussion by analyzing this definition

*Dr. Paul F. Muse, "Principles of Curriculum Construction in General Business Education," *The American Business Education Yearbook*, Volume IV, 1947.

phrase by phrase. In this way I hope to be able to point out some of the newer trends in the teaching of basic business, and at the same time to correct some of the misconceptions which have arisen.

First, "Basic business is that aspect of business education—." In other words, it is essentially a part of OUR field which can best be taught by US. We should not dismiss the subject by saying, "That's covered in economics," or "The home 'ec' people teach that." We need to be jealous about this course. Too frequent basic business has been assigned to that teacher who has a free period at the time the course fitted into the program, or to the most inexperienced teacher in the department, or even to that teacher, assigned primarily to another field of work, who has enough hours in commerce to allow her to teach a class or two on a permit. The subject matter of basic business is such that it can be made as vital, as interesting, as constructive a subject as any in the curriculum, or it can be as dull as dull can be, as dry as the proverbial bone. The difference, the variable in this case, is the teacher—his background, his breadth of interest, his teaching skill, his personality, his "spark". You know the textbook matter of this field as well as I—money, budgeting, insurance, banking services, travel, communications, etc. To make the subject matter vital and appealing, the teacher should be one who has learned the hard way—having had a fifty-cent piece tossed back at him with the curt

remark, "It's counterfeit;" having had some experience in attempting to cash travelers' checks in a community where some so-called "artists" have proceeded him; having had to wrestle with the problem of making a GI's \$90 a month check cover the rising cost of such mere essentials as food, clothing, and shelter.

The teacher's background of training needs to be wide and varied, too, to include in addition to the traditional skills the even more important background courses such as economics, banking, business organization, management and administration, law, distributive education, consumer problems. But the training alone is not enough, important though it is. There must be superimposed on this structure a breadth of experience such as can be gained only by an intense interest in, an intellectual curiosity for, the everyday happenings of one's life. One must have managed his own finances, kept such records as are necessary at least to satisfy Uncle Sam, have made decisions as to the type of insurance best suited to his situation, done the necessary juggling each month to make his pennies agree with what the bank says he has, made the choice between saving to buy or buying on the installment plan. In other words, the greater the breadth of the actual everyday experience of the teacher, the more vital the subject can be made.

To go on with our definition, "Basic business is that aspect of business education which contributes to the general education of all learners—." Now we come to that age-old question which always manages to rear its head at every gathering of business educators. Is business education general education or is it vocational? Let's take a moment to clarify this issue. Our field is still in its infancy when we compare it with the fields of English, social studies, and mathematics. We sometimes feel that, because of our youth, we must justify our existence, and in our insecurity, we clutch at straws, trying to justify ourselves to the tradition-stepped educators as general education solely.

to the more progressive educators or vocational education solely, and to the "middle-of-the-roaders" as either. Can we not best justify our existence, if we need to do this, by teaching those business education courses which contribute to general education so that general education values will emerge, and similarly by teaching those courses which are vocational education so that the end-product will be a vocationally competent individual equipped with necessary training to hold down an initial job in business. Our shorthand, typing and book-keeping courses need to be and must be taught with the end result of vocational competency in mind. We cannot possibly justify two years of shorthand or even two years of typing on any other grounds. Two years is a long time to spend in learning to type an occasional business letter, theme, or recipe. It's a long time too, to spend in learning to take notes in college, or to get the words of the latest popular song over the radio. The skill subjects are vocational. But, basic business is completely justifiable as general education.

Every student in the schools today is a potential user of the services of business. Every student, whether or not he is on a commercial course, will eventually grapple with the problems of managing his finances. Even in his high school days, he is faced with the often gargantuan task of making his weekly allowance cover such necessities as lunches and bus fare and stretch to such incidentals as the ball game and its accompanying coke session, the class play, the payment on the annual. He is faced with the ever-present problem of making choices. Is he willing to refrain from attending several fifty-cent movies in order to attend a performance of Sonja Henie's Ice Revue in Indianapolis? Would she rather have two new sweaters and skirts for school and wear the same formal to the next dance? These choices are present in every life situation and there is no better place to lay the foundation for them than in the schoolroom—and no course seems

more adaptable than the one in basic business. Every unit in a basic business course is packed with instructional materials which satisfy a present need for ALL students. We cannot question that basic business is a necessary framework on which to build further training on a commerce course; neither can we question that the subject matter of basic business provides vital general education for students on ALL courses.

To continue with the definition, "Basic business is that aspect of business education which contributes to the general education of all learners by enabling them to understand, to appreciate, and to perform intelligently the basic business function of living." There is no question about the fact that everyone is a user of the services of business. It is, then, our job as teachers of basic business to teach our students to use these services intelligently. Let us focus our attention for a moment on one phase, banking services, for example. Practically every student comes in contact nowadays with checks. Can he not be made a more intelligent user of this service if he knows how to write a check, how and where to indorse it, when and where to cash it, when it is advisable to use checks and when it is not? Think how some of the people with whom we come in contact every day might well have benefitted from such training. Haven't you gazed in amazement at a check you've received, letting your imagination run rampant to see how a check for twenty-five dollars could easily be made to be one for twenty-five hundred? Haven't you stood in line on Saturday morning at the bank impatiently waiting while the busy teller made out deposit slips for people who didn't know how to do it for themselves? I'm sure you have. I know I have.

Not only can we teach our students to be intelligent users of business services, but we can also instill in them an appreciation of some of the functions of business. May I have your permission to give a personal example. Last fall, a member of our

faculty was placed in complete charge of the residential solicitation for the local Community Chest drive. My class in basic business lent its services by helping to sort several hundred cards according to streets, and then numerically according to numbers on the streets. During the course of this work and the discussion which followed, the students felt that they were doing their bit toward community service, but still more important, they were learning to appreciate the service, the function of business as it functions through a Community Chest organization.

These are just a few incidents which prove that every student, since he is a user of those services of business, might just as well be an intelligent, an appreciative user. Furthermore, it is our job to see that he does correctly and well those things which he will do anyway.

One more point before summarizing. There is some question concerning the level in the high school course where basic business should be taught. In deciding this we must realize that the course can, along with serving the interests of general education for all, serve as a finding course for students on a commercial course. We must bear in mind, too, that all education is of greatest value when the learner's background of experience is such that he too can bring more to the course. With these points in view, it seems that there is a good argument for placing one course in basic business on the freshman level, and putting into it those phases which are comprehensible to the learner at this age level. Too, something which I hope to try in teaching my next class, we might make some sort of check sheet which could be used for students entering a commercial course—something by which we could check such items of use of English, handwriting, knowledge of fundamentals of arithmetic and spelling, personality traits, work habits, etc., in order that we could more intelligently guide our students into that phase of vocational training for
(Continued on Page 15)

A Survey of the Counseling Program of Indiana State

Lloyd N. Smith

Associate Professor of Education
Indiana State Teachers College

The counseling program at Indiana State Teachers College was instituted in the fall of 1946. In the fall of 1947, the local chapter of the American Association of University Professors became interested in an evaluation of the program for the period of time it had been in operation. A committee was appointed, with the writer as chairman, to collect data and to present it to the group at the regular meeting in January 1948.

Since the counseling program involved a large portion of the total student body of the college it was decided that the students themselves would serve as an adequate and fairly reliable source of evaluation data. To date the program has involved only freshman and sophomores. At the end of the Fall Term 1947, those two groups of students were sampled by means of a questionnaire floated in a required course in Education which involved large numbers of freshmen and sophomores. From this source a total of 322 questionnaires were filled out without student identification, and given to the committee in charge for tabulation.

For purposes of comparison the students were divided into two groups known as Group I and Group II. Group I was composed of those students who had had a counselor at Indiana State Teachers College for the first time during the Fall Term 1947. This means that most of the students involved in this group were beginning freshmen although there were a few sophomores who were

transfer students from other institutions. Group I was composed of a total of 217 students of which number 214 were freshmen and 3 were sophomores. Group II was composed of students who had been counseled longer than one term but none had been counseled more than four terms unless they attended summer school during the summer of 1947. This means that no student in this group could be less than a second term freshman and actually a large number were sophomores. Group II was composed of 105 students of which number 31 were freshmen and 74 were sophomores.

In a study of the accompanying tables the reader should understand that in a great many instances the numbers reported for each of the two groups will not equal the total number in the related group. This discrepancy is due to the fact that the students were permitted to omit any items they did not choose to answer. This freedom was granted in order to help secure frank and accurate answers.

Table I shows the total number of conferences which students have had with their counselors, whether they have been counseled for only one term or for several terms. From this table it can be seen that, in spite of the fact that the student was assigned a counselor, there were a few non-conformists, more falling in Group II than Group I. Although it was generally expected that the student would see his counselor once each week for at least the first six weeks

of the first term that a counselor was assigned to him, it is obvious that many students did not meet even the minimum standards expected of the student.

TABLE I
TOTAL NUMBER OF CONFERENCES WITH COUNSELOR

	Group I	Group II
0	1	7
1	15	7
2	15	16
3	58	16
4	31	11
5	21	5
6	36	16
7 or more	32	22

TABLE II
NUMBER OF CONFERENCES WITH COUNSELOR DURING 1947 FALL QUARTER

	Group I	Group II
0	1	43
1	15	35
2	43	10
3	58	5
4	31	1
5	21	6
6	36	2
7 or more	32	4

The number of conferences which each student had with his counselor during the Fall Term 1947 are indicated in Table II. Since beginning students were involved in only the term indicated, data for Group I is identical for both Tables I and II. It can be seen that Group II had relatively few conferences during the term specified. In all probability students of Group II were having fewer conferences because they were already oriented to college life, and were no longer expected to have conferences so frequently. The policy that requires counselors to approve trial enrollment program had not been well instituted at the time of the survey.

A study of Table III reveals information regarding the actual length of conferences which were held between the student and the faculty counselor. At least 75 per cent of the conferences for both groups were

20 minutes or less duration. Conferences of more than 20 minutes duration were held with approximately 20 per cent of Group I students and 16 per cent of Group II students.

Table IV shows that student of Group I held conferences more recently than did those of Group II. Group I students in the main had held conferences within the previous six weeks. However, in Group II, the number of students who had not been counseled during the previous six weeks was approximately the same as those who had been counseled during that time. As a matter of fact of the 34 students in Group II who had not had conferences within the last six weeks 5 had had no conference since the fall of 1946 and 11 had had none since the spring of 1947.

TABLE III
AVERAGE LENGTH OF
CONFERENCES

Minutes	Group I	Group II
1-5	38	20
6-10	61	19
11-15	44	28
16-20	21	10
Over 20	44	17

TABLE IV
FREQUENCY OF LAST
CONFERENCE

Weeks	Group I	Group II
1	29	3
2	28	5
3	30	4
4	48	19
5	12	2
6	44	9
7 or more	5	34

Table reads: Twenty-nine students in Group I and 3 students in Group II had had a conference within one week preceding the date of the questionnaire etc.

According to the answers given to items selected from the questionnaire and appearing in Table V, it appears that the greater portion of the students in both groups feel that the counseling program has been operating effectively in the main and that

TABLE V

	Group I		Group II	
	Yes	No	Yes	No
Did your counselor make and keep appointments with you?	181	35	74	26
Did your counselor make and not keep appointments with you?	12	198	4	93
Did you keep these appointments?	184	18	77	6
Has your counselor given you the help needed and wanted?	184	32	76	26
Have you needed help which your counselor could not give?	69	144	43	62
If your answer to above question was yes, were you directed to someone who could give you the needed help?	174	40	73	25
Do you consider your counselor qualified for counseling?	34	35	22	21
Do you feel that the time spent on your part in being counseled was well spent?	195	21	83	21

TABLE VI
STUDENT OBJECTIONS TO THE COUNSELING PROGRAM

	Group I	Group II
Too much time lost in being counseled	8	5
Counselor not enthusiastic about the program	33	22
Not permitted to select counselor of own choice	44	25
Help needed on some points on which counselor was unable to give assistance	45	28
Better information received from teacher of individual subject or department head	53	37
Lack of uniformity of advice given by various counselors and individual faculty members	19	23

TABLE VII
STUDENT EVALUATIONS OF
THE COUNSELING PROGRAM

	Group I	Group II
Excellent	13	2
Good	159	60
Poor	23	25
Of no value	9	4

the time involved on the part of the student is well spent.

A tabulation of student objections to the counseling program appears in Table VI. In fairness to the reader it should be understood that an individual student could check as many or as few of the listed items as he chose. Because of this there were 109 students in Group I and 36 in Group II who checked no objections at all. At the same time it should be noted that some students checked as many as five items in those portions of the

questionnaire, thereby accounting for the relatively large numbers involved.

Students were asked to list what they considered to be their major problem as a first term freshman. These problems fell into three large groups but because of freedom of statement accurate tabulations were impossible. The groupings concerned: (1) course requirements for various curricula, (2) study habits, and (3) adjustment to college life in general. Ninety-nine students of Group I and 42 students of Group II felt that they had received help on their major problem by the counseling system in operation. Eighty-four students of Group I and 48 students of Group II felt that they had not been helped under the present system of counseling. Of those who stated that they were not helped with their major

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What Do Our High School Students Read

Philip A. Guy

*Principal, Paris Crossing High School
Vernon, Indiana*

Every year we are faced with the task and the problem of purchasing new books and reading materials for our high school library. Usually a committee of the faculty, or the librarian after preparing a list of thought to be needed and well within the modest budget for that purpose, presents such requisitions to the principal for his approval. With very little or no alterations the suggested new materials are purchased and added to the library.

This method is indeed a very neat and simple arrangement for dispensing with such an important problem, but is it not a questionable one? Are the pupil's needs given thorough consideration? Are their particular or personal interests taken into account? Is it known what the pupils will read voluntarily? Do the pupils want to read that which is arbitrarily selected for them? Are they prepared and ready to assimilate any kind or type of reading matter that a committee of teachers deem necessary for them? Before making a requisition for reading materials, have those responsible for the requisition checked with the librarian to find out the reading trends of the pupils in general? Is it known what our high school pupils read? For our particular school situation, this study, in a measure, is an initial attempt to get at the base of our reading problem in high school by finding an answer to the last question.

Reading information sheets containing questions pertinent to acquiring necessary data for the ful-

fillment of this study were distributed personally by the writer among grade groups of the Paris Crossing High School. To keep errors and misunderstandings at a minimum, the content of the sheet and the purposes instigating the study were carefully explained to the students. These sheets were administered to students representing a single grade unit.

Individual attention was not administered unless a student failed to grasp instructions as given in the initial explanation. Care was taken to make sure that each student, when filling out his information sheet, was free from influence, either by his class mates or by his teacher.

The information sheet distributed contained no suggestions or lists of types of reading for students to check. The writer assumed that individuals attaining high school status are prepared to name their kinds and types of reading without suggestive props which may lead students to check in order that their answers might seem favorable, thereby, making a creditable showing in their own estimation. For this same reason, names of magazines in the school library and those that may be subscribed for in the homes, and names of daily papers, and sections of such papers were purposely omitted as suggestive props to eliminate or to reduce as far as possible chance-checking on the part of students.

A study of the results of this survey may better be understood perhaps if one is acquainted to an extent with the particular environment in which

the Paris Crossing High School is situated. An understanding of the school environment, however, must not in any way cloud interpretation of the findings nor be made the basis of excuse for facts herein brought to the open.

Paris Crossing High School is situated in a sparsely settled rural area in the extreme Southern section of Jennings County, Indiana. Although the patrons are predominantly farmers, many of them, because of the inadequate size of their farms and the poor quality of the soil, are forced to seek part-time or full employment either in or away from the immediate home community to meet expenses of a livelihood for themselves and their families. A few of those do not realize incomes conducive to the maintenance of adequate subsistence and good family health. Only one-third of the ninety-one pupils enrolled in the Paris Crossing High School are residents of home district; the other two-thirds are residents of two adjacent, impoverished, rural school districts both possessing elementary schools but not high schools. It is to be assumed therefore, that the physical environment of all the high school students is generally the same, but that the elementary educational experiences of the three groups may differ widely. Accepting this assumption, one possesses a basis for interpretation of the results as shown by the tables related to this study.

One need but a glance at Tables I, II, and III to be jolted into the realization that slightly over 50 per cent of our high school students manifest utter disregard and total lack of interest for the world outside their immediate community and that the "Comics" or "Funnies" are the paramount newspaper interest of the majority of our pupils. This appalling revelation was not accepted complacently by the writer, who felt that further information was needed to substantiate the figures of the tables; consequently, the pupils were interrogated concerning the two outstanding national issues of the present day, World Recovery and Inflation. Of

the fifty students questioned on these issues, roughly 50 per cent didn't recognize them; 25 per cent had a fair knowledge of both; while 25 per cent recognized inflation as a national issue. This method, unscientific though it may be, aided in a measure to fortify the initial findings which, to say the least, are certainly uncomplimentary to the school which is partly responsible for such results.

The kinds of magazines received in the home as listed in Table IV was caused by telescoping magazine publications of certain types into specific categories; the same method was used in arranging school magazines read by students as listed in Table V. Of the thirty-nine magazine publications received in the students' homes, it is to be expected that the greatest number would be of the agricultural variety, but it is gratifying to note that Home-Making magazines rank second and "Teenage" and Literary-Educational publications rank third instead of at the bottom as one might expect when considering our general social and physical school environment. Whether the students read the magazines to which their parents subscribe was not made known in this survey. Perhaps a check in that direction might have been advantageous and helpful for interpreting the findings as recorded in Table V which shows the frequencies by which types of school magazines are read by the students. If the students read the agriculture magazines which are so popular in their homes, is it to be expected that the publications on farming as provided by the school library should be woefully unpopular to them as is shown by the figures in Table V? There are thirty-seven boys studying Agriculture in our high school. It is possible that not one single member of this group has been stimulated through the medium of class work to seek information aside from his textbook on modern farm problems as is provided by our leading farm publications? May an interrogatory eyebrow be raised concerning our technique and teaching methods employ-

ed in the presentation of such an important subject as Agriculture? Do these interrogations and the implications they carry make imperative the switching on of the "red light" to an apparent unstimulative and questionable course? The latter questions may not apply only to Agriculture but likewise to Health, Science, Home Economics, and Current Events. It is not the purpose of the writer to answer these questions here, but the implications they carry will require much active attention and study to make the library facilities an integral part of and a necessary supplementation to the development of subject matter programs of the high school curriculum.

The lists of types of reading for enjoyment in Table VI represents the students' own single and combination choices. It is to be expected that a list of this type would be broad and varied and that the results or findings would be considerably scattered in so far as the prominence of ranking is concerned. Yet, if the percentage of those who specified no reading for enjoyment and the percentage of those who indulge solely in "funnies" were combined, there would be 20.68 per cent of the students who apparently have not been introduced nor directed to the broad fields of excellent literature that possesses the power to stimulate the imagination of youth and furnish to boys and girls so many hours of worthwhile reading happiness and enjoyment in times of leisure. Good reading habits are to an extent stimulated and acquired during the child's elementary school experience. The high school is not entirely reprehensible if nearly one-fourth of its students manifest a disinterestedness and an abject indifference to the wealth of reading enjoyment stacked on our library shelves. A good list of types of reading for enjoyment for high school students should not contain so many single types as is shown in Table VI, but should consist of combinations of types, thus showing broader and more varied student interests.

Table VII discloses, more than any table related to this study, the need for guidance in our high school. It is indeed unthinkable that 35.63 per cent of our students do not feel the need to use the facilities of the school library for informational purposes, and that a little over thirty-five per cent depend exclusively upon the encyclopedia for their sole source of informational reference. The findings in Table VII, as well as in Table VI, shows a narrowness and singleness of interests on the part of our students. Much has to be done by the teachers and the administrator to stimulate the informational interests and to broaden the individual student's world.

The ominous disclosures of this report are certainly uncomplimentary to the teachers and administrator of the high school in which this study was made. It was made with an open mind but with a definiteness of purpose so the "chips" will have to fall where they may, and the proverbial shoe will have to fit the foot for which it was made. The way is clear and the goals toward correction of an undesirable school situation are no longer obscure. Willingness determination, patience, and assiduous cooperativeness on the part of the faculty will in a short time begin to bear fruit for the intellectual needs of our students.

This study has not only answered the question, "What do the students of our High School read?", but has disclosed glaring faults in our general school program. To correct these faults and to make the library a vital and dynamic part of our academic and vocational curricula the following steps are intended:

1. To adopt an effective program for the teaching of current events to acquaint students with current political, social, and economic problems of the State, Nation, and the World, and to help them to acquire the feeling that it is their duty to be informed on problems intimately affecting the Nation and State of which they are citizens.

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The Need for Improvement In the Teaching of Grammar

Charles Hardaway

Acting Director Division of Research
Indiana State Teachers College

Somewhere and in some manner, the secondary schools are failing in their teaching of the basic fundamentals of English grammar!

This fact was rather bluntly revealed at Indiana State Teachers College. At the beginning of each term, the entering freshmen are required to take a series of orientation examinations for the purposes of counseling, guidance, and placement. Included in the examinations are a psychological examination and an English grammar examination—the

former measuring intelligence; the latter measuring command of the mechanics of grammar. At the start of the Fall Term, 1947, a total of 650 students completed each of the specified examinations. The startling factor is this: Although the group showed nearly average achievement on the psychological examination (based on national norms), the group fell to the 22nd percentile on the English test. In other words, the group were on the average 28 percentile points below the national av-

erage of beginning freshmen throughout the country. Further research showed that 50.15 per cent of the group fell below the 20th percentile, while only 21.23 per cent of the group exceeded the 50th percentile.

For those of us in the field of education who are concerned with the proper speaking and writing of future generations, this is indeed an unwholesome situation.

Who is to blame for this extremely poor showing, and wherein does a solution for improvement lie?

The purpose of this study was to determine whether or not size of school was a contributing factor. Do the small secondary schools with limited facilities produce a greater per cent of the students who are lacking in fundamentals of grammar, or do the large schools, with their great variety of courses and stress on vocational training, neglect the teaching of basic grammar and as a result produce the students who are inadequately educated in grammar?

In making the survey the writer arbitrarily established the secondary schools into categories based on size of enrollment. (Data on enrollment figures of secondary schools were taken from the *Indiana School Directory*, 1944-1945, issued by the State Superintendent of Public Instruction). The schools of Indiana were divided into three categories: (1) Small schools—those with less than 150 enrollment, (2) Medium sized schools—those with 151 to 500 enrollment, and (3) Large schools—those with over 500 enrollment. A fourth category consisted of all out-of-state freshmen. Of the 650 students, 161 were from schools having an enrollment of 150 or less (small schools), 193 were from schools having an enrollment of 151 to 500 students (medium sized school), 221 were from the large schools (enrollment over 500), and 75 were from out-of-state schools. Table I presents a summary of the findings. Although the larger schools had a slightly better showing, it does not appear that size of school is a significant

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TABLE I

Per cent of Students from each type of High School exceeding the 50th percentile and falling below the 20th percentile on a Standardized English Test

Size of School	No. of Students	Per cent Exceeding 50th Percentile	Per cent Below 20th Percentile
150 or less	161	22.36	52.80
151 to 500	193	17.62	52.85
501 or more	221	23.98	45.70
Out-of-state	75	20.00	50.67

TABLE II

Comparison of the Sexes in each type High School on the Standardized English Test

Size of School	Female			Male		
	No.	Per cent over 50th Percentile	Per cent below 20th Percentile	No.	Per cent over 50th Percentile	Per cent below 20th Percentile
150 or less	61	37.70	29.51	100	13.00	67.00
151 to 500	59	38.98	27.12	134	8.21	64.18
501 or more	107	38.32	23.36	114	10.53	66.67
Out-of-state	22	45.45	18.18	53	9.43	64.15

The English Teacher In the Guidance Program

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For the purposes of this article the term guidance means helping high school students to gain poise, to get along well with people, to make the most of their educational opportunities, and to think about their vocational futures concretely enough that they will know at least in what direction to turn their energies.

The forces that seek to guide teenagers are many—parents, friends, church, community, Dorothy Dix, and companies with something to sell. Because the school has direct and extended contact with its students, and because the school should be an authority on adolescents, educators are the logical people to give the best guidance.

Teachers have for years been contributing to guidance. It is time now, however, to make conscious, sincere effort to teach boys and girls more than is between the covers of a textbook.

The poet, Masfield, said that "the days that make us happy, make us wise." Most adolescent unhappiness is caused from lack of emotional maturity. One way teachers can instruct in this elusive matter is never to stop trying to be emotionally mature themselves. A mature person knows his strong points, accepts his limitations, does not continually overwork, does not underwork without reason, is not self-absorbed, can "mix" easily, and is a good listener.

Every teacher can aid in developing well adjusted personalities, but the very nature of the English curriculum makes this easy for the English teacher.

It is impossible to guide or counsel or even teach profitably without knowing the students. In an experiment one group of students was tested for attitudes and were interviewed. Nothing was done for the control group. At the end of the year, the experimental group had gained in grade points and had healthier attitudes.

One procedure is to give a group of tests that will indicate interests, abilities, personality and achievement. Suggested tests are: Strong Vocational Interest Blank, and Bell Adjustment Inventory, Stanford University Press; and Otis Quick Scoring Mental Ability Test, and Iowa Silent Reading Test, World Book Company. All of these tests should not be given in one week, as the pupils will become "test-happy" and perhaps will not answer as they normally would. The test results will of course be interpreted in the light of observation.

Other possibilities are for the class to write autobiographies early in the term; to give short talks about themselves; or to list their interests, facts about their lives, their good and bad characteristics, their problems.

The teacher can add to her knowledge by finding out what activities the students is in, who his friends are, where he lives, what kind of work his father does, what other courses he takes, and what kind of grades he makes. By observing the student's habits, dress, and speech, the teacher can complete the picture of a personality rather than that of just another pupil.

Teachers can consult each other for information about pupils, but it

must be remembered that personal feelings may influence opinions. If tests are given, all teachers can use the results.

Since the class has been given the "third degree," it seems fair for the teacher to tell about himself. This will encourage confidence and understanding.

Knowing mental differences, the teacher can arrange materials so that the slow student will not constantly meet failure. Pupils who consistently make low marks, often become problems when they seek recognition by unaccepted methods. The desire for praise is basic and teachers should help all students feel successful in some activity. Teachers can help pupils from getting a bad reputation by not criticising them before other teachers.

Pupils learn and retain information about a subject that interests them. Fancy motivation is not needed if the class has a real desire to know. The problem is how to teach both what the students want to learn and what they ought to learn. It is surprising to note that one junior class was so overwhelmed at being asked what they wanted to study that they could not suggest anything.

Short talks and themes are two learning devices that can easily feature interests. Theme writing should never be used as a punishment. Assignments should be made rather casually, and avoiding the words "themes" and "composition" often lessens the mind-set against such work. The assignment should be clear and definite and suggested topics should be given. When the student has something to say and is interested in saying it, the mechanics that he needs for expression will be studied as a means not an end.

A project in vocational guidance can be carried out through a long theme. If students choose as a topic a career which interests them, the outlining, research, making a bibliography, and writing involved will not be objectionable. Good motivation for this unit is to have some of the

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Can Courses in Education Be Functionalized

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Many teachers in our elementary and secondary schools today *teach* according to the way they themselves were *taught* rather than according to the way they were *taught to teach* in the college or university they attended. This first statement is intended to be repetitious. It helps to underscore the fact that in far too many educational institutions there is an excessive amount of teaching in relation to the amount of learning which takes place.

Practices which emphasize the *teaching of subject matter* in contrast to the supervising of students' learning activities may at first glance be regarded as more serious at the elementary or secondary level than at the college or university level. At the latter level such practices *are* however serious, particularly in teachers colleges. In teacher training institutions the methods of instruction employed tend to perpetuate themselves. How many professors of Education devote very much class time to *student activities* except those of the "sitting-and-listening-type"? Obviously the methods now used in some education courses contribute directly to the slow progress being made in bridging the gap between educational theory and practice.

Slow indeed has been the educational progress in certain areas of the country since the days of the punch-on school room floors and the birch rod. Illiteracy data gathered during the war years, along with many other facts, point to a definite need for

better schooling. The present article describes one of many attempts now being made in Education courses to motivate student participation in a variety of purposeful learning activities.

The importance of shared goals or purposes in promoting learning on the part of students can not be over emphasized. This same concept was reflected in the activities of the "Desert Fox" in Africa when Montgomery was preparing for the final and victorious route of Romel. Prior to the final attack Montgomery is said to have shared with every man in his outfit the exact plan of operations. Every man straightway adopted the proposed goals as his own and therefore regarded them as something worth fighting for. Moreover, each man saw his own part in the total plan. Would he fail under such purposing? No, not if he could help it. In fact many of the original goals were extended and enlarged by the men when action started. History records that many of these men were decorated for acts of bravery far above and beyond the call of duty.

In all supervised learning activities it seems desirable, if not necessary, for the instructor to identify major goals or purposes at the outset. By so doing the students may be prevented from floundering. As in the case of the African engagement, additional goals may develop through student participation. When thus built, goals more nearly represent actual needs.

The college class under consideration, in this article, contained students who had recently taught at all grade levels, one through eight. At the outset each member of the class was encouraged to identify phases of teaching in which he felt most inadequate. A cataloguing of these inadequacies resulted in a desire to develop better understandings, abilities, skills and attitudes relating to the following list of topics.

1. Pupil Adjustment
2. Improved Methods of Instruction in Reading, Arithmetic, Social Studies, Spelling, and Speech
3. The Acquisition and Use of Instructional Materials
4. Health and Sanitation
5. School-Community Relations and Transportation Problems
6. Co-curricular Activities

This first shared group activity convinced the students that they actually had a part in determining the objectives of the course.

While the group was thus becoming acquainted with each other's experiences and problems, one of the instructors proposed a seventh topic with an appropriate over-all objective. It was developed first and served as mortar for binding together in a coordinated pattern the outcomes of the six students identified topics or areas of study. In other words, the instructors began by lecturing on the need for a functional philosophy of Education and broad objectives of Education at the *Elementary Level*. The students were then challenged to begin their research and discussion activities on the development of a working philosophy and broad objectives for their own elementary school systems. The lecture procedure soon tapered off into student-participation activities. The group's output on the general problem of philosophy was mimeographed and distributed as a guide for clarifying controversial points which might arise in the six subsequent reports.

The students quickly developed a feeling of unity and established an informal working environment. The group chose to regard itself as the

staff of an imaginary school—the "X-Elementary School."

Volunteers were solicited as chairman and co-chairman to develop each of the six remaining topics. Additional specific committee membership was also voluntary. However, each member of the class was encouraged to affiliate himself with not less than two or more than three of the six working committees.

A schedule of reporting dates was mutually established. The instructors provided leadership suggestions on the most logical sequence of reporting. Although time seemed short for the work as outlined, each group was constantly assured that success in meeting its self-imposed obligations was possible.

In launching the research activities the group worked in the library and built bibliography. Some class time was also used in organizing the work of individual committees. Bibliography lists were checked by the instructors before systematic note taking was approved. Instructors aided in identifying major subdivisions into which each topic might be divided most logically. The findings of the six research groups were first submitted by the committee chairmen to the instructors. The technique of mimeographing or otherwise duplicating each group's reports was felt to be superior to spending class time in long-hand note taking. Therefore, when finally approved by the instructor, reports were typed and distributed.

Each of the six committees formed a panel and discussed the main points growing out of its research findings. Occasionally, return to the philosophy which the group had developed at the beginning of the course was necessitated.

During discussion, on each report, members of the group demonstrated increasing ability to operate on their own. Frequently, committees assigned themselves to rigid schedules of Saturday and Sunday afternoon meetings in order to achieve their objectives. After the first and second reports, the instructor found it unnec-

essary to initiate progress conferences with the remaining groups because they came in to arrange their own appointments and sometimes clamored for priority on the instructor's time. In other words, student motivation grew from a passive to a very active type. Progressive momentum developed so that by the closing week of the term the instructors sometimes appeared unnecessary and seemingly in the way of working student committees. At this point it was believed that student-set goals and purposes had become plainly visible to each student and well within his grasp. Therefore, the students became self-impelled and strove tenaciously at near top level efficiency. As the panel technique continued it became evident that better results were derived when the mimeographed reports were distributed to all members of the class in sufficient time for reading prior to discussion.

One may ask how the outcomes of this method can be evaluated. The reply is "In terms of the previously described student-set objectives." The conventionally used evaluation techniques would lead to the administration of a uniform pencil and paper final examination for each member of the class. However, the instructors in this course checked outcomes against objectives by using an oral, individualized technique. Without the students realizing that they were being examined, individual student conferences were scheduled during students' free time, the last eight days of the course. Student-teacher rapport made it possible for these evaluation conferences to be carried on in a very informal, frank, give-and-take manner. The fact that the various committees were so engrossed in completing their group obligations and reports caused little thought to be given to a final examination until the night preceding the last meeting of the class. Therefore, the results of the evaluation interviews were thought to be more reliable and indicative of actual student growth and development than traditional examinations often are. The following are either

direct quotations or paraphrased statements which students made during the evaluation interviews. They are arranged in descending order of frequency. Figures appearing at the end of each statement indicate the number of times each was mentioned out of a total possible of seventeen.

1. "We can use the method of approach demonstrated in this class in handling our elementary pupils." 16

2. "We learned how to organize." 12

3. "We got more out of the class than any other education class we ever had." 10

4. "We liked the democratic organization of the class and learned how to participate cooperatively in group living." 10

5. "We developed a better understanding of individual differences among pupils." 9

6. "We learned how to get an abundance of instructional material, free and inexpensively." 7

7. "We learned how to do research work and use the library more effectively." 6

8. "We had a chance to ask questions and discuss vital personal problems." 4

9. "We found that time was too limited to comprehensively treat such a complex group of topics." 4

10. "We learned that teaching is quite different from learning." 3

11. "We liked the ideas of planning work along the lines of pupil needs and interests." 3

12. "We never saw democratic grouping at work before at the college level." 3

13. "We felt free in the class and were not afraid to open our mouths." 3

14. "We never knew a class could be taught without a text and be so interesting." 3

15. "We enjoyed working with other members of the group, and really came to like certain people who at first appealed to us negatively." 2

16. "We found the class different, but we like the stimulation it gave." 2

17. "We found no strain in the
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A Survey of the Characteristics, Opinions, And Attitudes of the Overage Veteran Students at Indiana State

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A study recently completed revealed that the overage veteran students at Indiana State Teachers College were doing scholastic work excelling that of average age students and that on the whole the academic success of the older group of students was very commendable. Inasmuch as the group were doing work better, possibly, than many educators had expected, it was felt that a follow-up study might well be made in order to determine the factors contributing to the success of the veteran students, if any, and to discover the attitudes of the overage group toward their academic success and toward the college in general.

From the Winter Term, 1946, through the Spring Term, 1947, two hundred and seventy-five overage veteran students (23 years of age or older; average age 25.3 years) have entered Indiana State. This number comprises nearly 20 per cent of all the beginning freshmen during that time, and is, therefore, a significant group-factor on the campus. Of the 275 overage students who have enrolled, 189, or 68.73 per cent, were still in school during the Spring Term, 1947, and it is from this group that the basic data were collected.

Because the data desired pertained to backgrounds and attitudes of the older students, the problem of best method for securing data necessarily presented itself. Such information is usually very personal, and it is often difficult to secure valid data of this nature. Then too, opinions and at-

titudes are very subjective, often times subject to rapid transformation and frequently dependent on the mood or setting of the individual. Nevertheless, attitudes and opinions are an important factor both in planning of instruction and in the planning of administration. Therefore, it was believed that such a survey would be of considerable significance. Two possible methods were available for the securing of the data; namely, the questionnaire and the personal interview. The questionnaire was decided against for a number of reasons. In the first place, adequate response is extremely hard to obtain by a questionnaire. Secondly, misunderstanding and erroneous replies are generally a result. Finally, the questionnaire is too mechanical; no rapport is obtained between an interviewee and the interviewer through a questionnaire. Therefore it was decided that the personal interview method would be the most effective by which the desired data could be gathered. To assure that each interview was complete and adequate, and to standardize the procedure as far as possible, a blank form was devised to assist in conducting each interview. One hundred forty-six, or 77.25 per cent, of the overage students still in school at the end of the Spring Term, 1947, were contacted by the interview. In other words, 53.09 per cent, of the original group of overage students were interviewed.

In conducting each interview, the writer was extremely careful to gain

and maintain the absolute confidence and honesty of the subject. At the beginning of each interview, the individual was informed as to the purpose of the survey and was made to understand that the source of any information was entirely confidential. It was felt that the material contained herein is of a high degree of validity. Evasive and unreliable replies were held to a minimum.

A summary of the findings is as follows:

1. The average age of the group interviewed was 25.29 years.

2. Sixty-seven, or 45.89 per cent, were married. Seven, or 4.79 per cent, were female; of the 67 who were married, 36, or 53.73 per cent, had children. Twenty-seven had one child, 6 had two children, and 3 had three children.

3. One hundred thirty-seven, or 93.84 per cent, were high school graduates. The nine non-graduates attended high school on the average of 2.22 years.

4. The average length of military service of the group was 40.07 months; 35.6 per cent served in the Army; 23.29 per cent served in the Navy; and 24.66 per cent served in the Army Air Forces; the remaining 16 per cent served in other miscellaneous branches.

5. One hundred twenty-five, or 85.62 per cent, were enrolled on Public Law 346 of the G.I. Bill; 12, or 8.22 per cent were enrolled on Public Law 16 of the G.I. Bill; and 9, or 6.16 per cent, were not enrolled on either law.

6. When asked if they would have attended college if it were not for the G.I. Bill, 42, or 28.77 per cent, replied Yes; 56, or 38.36 per cent, replied No; 40, or 27.40 per cent, were doubtful or not certain, and 8, or 5.48 per cent, were not eligible.

7. Forty-five, or only 32.61 per cent, were definitely planning to attend college before they entered the service. Ninety-three, or 67.39 per cent, were not planning to attend college. Of this latter group, 49, or 52.69 per cent, made their decision to enter college after discharge from the ser-

vice, and 44, or 47.31 per cent made their decision to enter college while still in service.

8. On the average, the overage group had been out of high school 7.9 years. Fifty-nine, or 40.41 per cent, had been out of school 7 years or more.

9. Without doubt a large majority of the group had ample time-opportunity to enter college during the time from their graduation from high school and the date of their entering service. The average time elapsing between high school and service was 37.12 months or slightly over three years.

10. The average time elapsing between discharge from service and entrance to college was 7.52 months. However, 41, or 29.71 per cent, were out of service only three months or less before they entered college. This would definitely be a factor contributing to adjustment problems.

11. However, a considerable number of the group interviewed were not totally absent from school experiences during the time between high school and college. Service schools presented opportunities to 97, or 66.4 per cent. The average time spent in service schools by those attending was 7.02 months.

12. Nearly all had been engaged in semi-skilled or unskilled occupation prior to entrance into the service or before entering college. The average salary per month earned by the group interviewed was \$158.89. However, 44, or 33.08 per cent, earned less than \$125.00 per month. When asked if satisfied with their previous occupation, 46, or 31.51 per cent, stated Yes; 77, or 52.74 per cent, stated a definite No; 10, or 6.85 per cent, were partially satisfied; 12 or 8.22 per cent, were satisfied at the time of employment, and 1, or 0.68 per cent, did not give a definite answer. Twenty-eight, or 19.18 per cent, of the group stated that their choice of vocation had changed since their discharge from service; 105, or 71.92 per cent, stated that their choice of vocation had not changed since discharge; and 5, or

3.42 per cent, were still undecided as to their choice of vocation.

A major portion of the personal interview was devoted to determining the factors which were instrumental in causing the students concerned to enter college at such an advanced age. A large and varying number of factors were presented, but were of such a nature that all could be included in a ten-factor master list compiled only for the purpose of statistical treatment. No effort was made to obtain the rank order of importance of factors affecting each individual. Therefore, a total of 340 factors was received; each was given the same weight of importance, and was merely tabulated onto the master list. Se-

the frequency of each are as follows:

Curricula too limited	28
Courses poorly taught	10
Too many unnecessary courses	6
Inadequate equipment	2

Ninety-nine, or 67.81 per cent, stated they were satisfied with their own progress in their school work; whereas, 47, or 32.19 per cent, were not satisfied with their academic progress. One hundred twenty, or 82.19 per cent, stated that the courses they had taken were of definite value and benefit; only 22, or 15.07 per cent, stated that courses they had taken were of no value; and 4, or 2.74 per cent, stated that most of the courses were of value. On those who said the courses were of no value, 11 said the

TABLE I
FREQUENCY AND PERCENTAGE OF FACTORS MOTIVATING STUDENTS ENTERING COLLEGE

Factors	Frequency	Per Cent
Security (better opportunity)	74	21.76
Desire for college education	68	20.00
Financial opportunity (G. I. Bill)	56	16.47
Vocational training	48	14.12
Advantages and value of college education	26	7.65
Dissatisfaction with old job	25	7.35
Social and personal betterment	22	6.47
Advice and council of others	10	2.94
Service experience	7	2.06
All other factors	4	1.18
Total	340	100.00

curity (better opportunity) ranked first as the chief reason for entering college with a frequency of 74, or 21.67 per cent, of the total factors. The desire for a college education was a close second with a frequency of 68, or 20.00 per cent. Table I shows a complete summary concerning the factors influencing the overage group enter college.

The next portion of the interview dealt with the satisfaction of the students with their academic work and with the college. One hundred and eight, or 73.97 per cent, were satisfied with the curricula offering in their particular field, while 38, or 26.03 per cent, were dissatisfied. Reasons for dissatisfaction with curricula offering in their particular field with

required courses were not beneficial, and 11 said the required courses were not necessary. One student made a particularly significant reply to the point of value of college courses taken. He said in part:

The college courses haven't been too satisfactory. I expected more than I feel that I have received. I can't determine the value right now; however, my courses have helped me to adjust myself and to guide myself in the right direction. They have shown me my field of interest, my weakness, and my qualifications.

A portion of the interview was given to adjustment problems of the overage group. When asked concerning the difficulty of the college work, 52, or 35.62 per cent, replied that the college courses were easier than they expected; 79, or 54.11 per cent, re-

plied that the college work was about as expected; and 15, or 10.27 per cent, said the college work was more difficult than they had expected. However, 79, or 54.11 per cent, stated that they had a definite adjustment problem when they entered college; 67, or 45.89 per cent, had no adjustment problem.

Inasmuch as the group interviewed were much older than the average freshmen enrolling in college, it was felt that perhaps the age factor might be of individual significance. Therefore, each interviewee was asked whether or not he thought that his age and experience were of any relative importance in his school work. One hundred twelve, or 76.71 per cent, stated that age and experience were of a beneficial nature; 17, or 11.64 per cent, answered that age was a definite handicap; 14, or 9.59 per cent, said age and experience served both as a benefit and a handicap, depending upon the situation; and 3, or 3.05 per cent, said that age or experience were neither beneficial or detrimental. A number of the freshmen interviewed made excellent response to this part of the interview, and a number are of such significance that they are worthy of quotation. Some of the more important quotations are as follows:

"... age gives the urge to get down to work; I really want to get through school now. The younger freshmen don't seem to know what they want."

"... age has not affected my ability much, except I'm now determined to succeed. Maturity has reflected especially in mind-set."

"Due to my age and experience I feel that I have an advantage over the younger freshmen. I have an excess of energy to apply to subjects of interest. My study habits have improved since high school, and college seems, in reality, more lenient than high school. I have not satisfied myself by the achievement that I have made, because of lack of decision and loss of confidence."

"Age has been a definite help. I'm not here for a good time. Now is the last chance. ... I now have a definite idea of what I want to do. The work is for my own benefit. The grade re-

ceived is beside the point—knowledge gained is the big factor."

"... age and experience have caused some trouble especially with teachers not acknowledging the viewpoint of older students. Ideas are not accepted on a valid basis. They also pass over too much material (material usually covered in high school) which the older students have forgotten."

The final phase of the interview was given over to the interviewee, and each was given the opportunity to make any suggestions, criticisms, and comments concerning the college in general or any part of it. The comments, criticisms, and suggestions when treated statistically were divided into two categories: favorable and unfavorable. It seems to be much easier for people to make unfavorable criticisms than to make favorable ones, and, as might be expected, the unfavorable criticisms outnumbered the favorable 89 to 49.

The favorable criticisms, comments, and suggestions, with their frequencies, are listed as follows:

Well-satisfied with the school	39
Faculty on the whole is satisfactory	2
Teachers are very considerate	1
I.S.T.C. is a very democratic school	1
I.S.T.C. is a good teachers college	1
College atmosphere (tradition) is good	1
Many plans are quite commendable	1

The convocations are very worthwhile

The work is up-to-date

Opportunities are many

The unfavorable criticisms, comments, and suggestions are divided into three categories, namely, those pertaining to (1) Instruction, (2) Administration, and (3) General Areas. Table II gives a breakdown of the criticisms in the separate categories and the frequencies of each.

It will be noted in Table II that the grading system is one of the chief elements of dissatisfaction, and that there is considerable criticism of instruction and administration. The principal argument against the grading system is probably best expressed in the following statement made by one of the interviewees:

I disapprove of the present means of evaluating the student's work. The emphasis on grades, in themselves, induces cribbing, cramming, and cheating, and limits a person's education to just a means of making a grade. This distorted interest in grades is comparable to our emphasis on the dollar. The interest in human welfare is overcome by the interest in individual monetary gains.

CONCLUSIONS

Although the personal interview did not reach the overage group of freshmen one hundred per cent, the

TABLE II
TYPES AND FREQUENCY OF UNFAVORABLE CRITICISMS
BY OVERAGE FRESHMEN

Area of unfavorable criticism		Frequency
I. Instruction		
	Grading system	14
	Faculty (qualifications and abilities)	29
	Curriculum and methods	24
II. Administration		
	Guidance program	6
	Organization and procedure	2
	Cafeteria	1
	Campus politics	1
III. General		
	Atmosphere, spirit	2
	Equipment	3
	Cleanliness, maintenance	3
	Fraternities	1
	Extra curricular activities	1
	Convocations	1

sampling is wide enough to be fairly representative of the entire group. Therefore, it is believed that the data obtained from only the group interviewed are applicable also to the entire group.

Without doubt the overage group are doing acceptable college work. The personal interview uncovered a number of pertinent factors which quite possibly influenced the achievements of the older students. The reader will no doubt observe that a number of the factors are definitely beneficial, whereas, a few might very well have been detrimental to highest achievement. The older students are a normal sincere group of individuals capable of doing commendable scholastic work. If the instructors, the administrative staff, and the rest of the student body will recognize this fact, and treat the group accordingly, considering their viewpoint in all matters, a splendid spirit and attitude of wholesomeness will no doubt prevail.

It is worthy to note that nearly 95 per cent of the group are taking advantage of the G.I. Bill or free-financed higher education. Over 50 per cent would not have attended a college if it had not been for this financial aid. They are doing creditable work. In the final analysis this training will be a benefit to society and mankind. Perhaps this factor might well be utilized as an argument supporting one of the ideals of education in a democracy—free public education at the college level!

Becherer . . .

(Continued from Page 3)

which they seem best suited. That is only a suggestion.

Back to grade placement, it seems feasible that a course in basic business could well be placed at the senior level to include those phases of business life which are compatible with the experiences of the student at this point in his schooling. Included in this course could be basic principles of commercial law (not so much the technical aspects of law as

enough knowledge of the legal principles involved in a transaction so that the student would recognize when it would be advisable to call in the services of a lawyer), principles of insurance, social security taxes, home ownership, investments, etc. These are some ideas to which we might well give some extensively thought, bearing in mind what has been said concerning the underlying principles of basic business.

Now, by way of summary, may I leave with you these three points.

1. Basic business should be taught so that it best serves the purposes of general education.

2. Basic business should be taught by a competently trained teacher who has a wide background of experience in the field of everyday business life.

3. Basic business should be required of all students on a commerce course, and should be strongly recommended for ALL students, no matter what their course.

4. That material should be taught in the course which can be based on the experience of the learner at the level at which he is taking the course.

And now, the next time that basic business (or whatever you may call the course) appears on your program of classes, won't you consider it a challenge to do the most vital, the most constructive job of teaching you have ever done.

Smith . . .

(Continued from Page 5)

problem approximately half believed that they could have been helped.

In an effort to secure suggestions for improving the counseling program the students were asked to make suggestions they desired. Rather limited responses were given to this request but the four major suggestions were: (1) give more time to counselors for counseling, (2) train counselors in their work, (3) use only counselors who are interested in their work, and (4) require counselors to keep definite announced office hours.

From the standpoint of a total

evaluation of the present program the students were asked to rate the program as excellent, good, poor, or of no value. The results of this rating are given in Table VII.

SUMMARY AND CONCLUSIONS

A study of this survey would seem to warrant the following general summarizations and conclusions:

1. A large number of students are voluntarily participating in the counseling program.

2. The students feel that they are benefiting from the counseling program.

3. Students believe that counselors need more time and information.

4. Students who have been counseled for one term are less critical of the counseling program than those who have been in the program for a longer period of time.

Hardaway . . .

(Continued from Page 8)

contributing factor. This is borne out by the fact that the small schools ranked better than the medium sized schools. Out-of-state students made a showing similar to that of Indiana students. Perhaps the factor then with reference to size of school is intelligence, rather than size of school.

To go a step further with the analysis, it was decided to determine if there were any notable variations in English achievement in the sex of the students of the various types of secondary schools. Table II presents the data on this part of the analysis.

As might be expected the female students in each type of school exceeded the achievement of the male students in English fundamentals. This is undoubtedly due to the fact that the female students ranked higher than the male students on the linguistic section of the psychological test.

However, it is again noted by Table II that apparently size of high school is not a significant factor contributing to poor achievement of students in English mechanics. The

large schools made the best showing in so far as the female students are concerned, whereas the small schools ranked first with the male students.

Evidently the reasons for the poor accomplishment of students in grammar lies somewhere other than size of school. All schools regardless of size reveal the same situation—knowledge of grammar is not being acquired by the students to the extent as be expected. And in particular, the male students are not being motivated to grasp or are not properly instructed in the fundamentals of grammar.

Perhaps, then, the solution lies in the teaching of grammar itself. Improved methods, better trained teachers, and revised curricula are evidently in urgent demand.

Guy . . .

(Continued from Page 7)

2. To develop in the students a respect for the newspaper as an informative publication containing knowledge for diversified interests rather than as a comic book.

3. To stimulate a program of teaching methods and technique that will necessitate the use of available library materials as essential for the fuller development of class subjects such as Agriculture, English, Home Economics, Health, Science, and History.

4. To introduce to all the classes of the high school the helpful possibilities of the library for individual growth and to acquaint them with the proper uses of library materials and the ways by which sections of the library are usefully supplemental to related class studies. This to be done by the librarian working co-operatively with the instructors of the various school subjects.

5. To broaden the high school guidance program to include counselor assistance in the selection of library reading materials that have been found to be within the reading range and individual interests of high school students; the counsellor to stimulate students to read materials

helpful to their individual occupational and emotional needs.

6. To spend the small appropriation for our library not for the purpose of filling space on shelves, but for the purpose of filling the minds of our students with constructive ideas and knowledge.

7. To organize a committee composed of the librarian, principal, and

members of the faculty to evaluate the results of the fore-going program consonant with the purpose for which it was initiated.

The operational details of the proposed program and the manner in which it will be put into effect will be planned in committee and faculty meetings.

TABLE I
FREQUENCIES AND PERCENTAGES OF STUDENTS WHO DO AND OF THOSE WHO DO NOT RECEIVE THE DAILY PAPER IN THEIR HOMES

Students	Frequencies	Percentages
Those who receive a daily paper	46	52.87
Those who do not receive a daily paper	41	47.13
Total	87	100.00

TABLE II
FREQUENCIES AND PERCENTAGES OF STUDENTS WHO DO AND OF THOSE WHO DO NOT READ THE DAILY PAPER

Students	Frequencies	Percentages
Who read the daily paper at school or at home	42	48.28
Who do not read a daily paper	45	51.72
Totals	87	100.00

TABLE III
NEWSPAPER SECTIONS READ BY STUDENTS

Newspaper Section Read	Students	Per Cent	Ranking
None	45	51.72	1
Comic Strips	15	17.24	2
Comic Strips—News	9	10.34	3
Comic Strips—Sports	9	10.34	3
Comic Strips—Society—News	3	3.45	4
Comic Strips—Headlines	2	2.30	5
News	1	1.15	6
Comic Strips—Movie Ads	1	1.15	6
Comic Strips—Sports—News	1	1.15	6
Sports	1	1.15	6
Totals	87	99.99	

TABLE IV
NUMBER AND TYPES OF MAGAZINES RECEIVED
IN STUDENTS' HOMES

Magazines	Number	Per Cent	Ranking
Agriculture	11	28.20	1
Home Making	7	17.95	2
Teenage	5	12.82	3
Literary-Educational	5	12.82	3
Religion	3	7.69	4
Romance	3	7.69	4
Pictorial	2	5.14	5
Science	1	2.56	6
Detective	1	2.56	6
Lodge	1	2.56	6
Totals	39	99.99	

TABLE V
TYPES OF SCHOOL MAGAZINES READ BY STUDENTS

Magazine	Frequency	Per Cent	Ranking
Pictorial	67	41.10	1
Literary-Educational	40	24.53	2
Teenage	21	12.88	3
None	*11	6.74	4
Home Making	9	5.52	5
Mechanics	6	3.68	6
Current Events	5	3.07	7
Science	2	1.25	8
Health	2	1.25	8
Agriculture	0	0.00	
Totals	163	99.98	

*Translated into pupil enrollment this figure represents 12.64 per cent of the high school students.

Brosman . . .

(Continued from Page 9)

papers summarized and presented by their authors as talks at an all-school guidance day. This gives practice to the class and also presents occupational material to other students.

If the class can visit industries and talk with professional people, they can write interviews, news features, narratives, and descriptions.

Teen-agers are usually concerned about improving their personalities and being well liked. Problems of the family, boy-girl relations, eti-

quetry, and appearance can be discussed in panel discussions, debates, or radio scripts. Other problems of religion, philosophy, politics, and economics also lend themselves to round tables. Preparation for such work should take more time and thought than the presentation. All opinions should be backed by facts. The project will also teach respect for others' opinions, courtesy and cooperation.

Units in literature can be built around some phase of human relations or some need. All the material that relates to the problem should be read, regardless of type or chronologi-

cal sequence. An example would be reading Elizabeth Browning's sonnets, "Romeo and Juliet," and "The Lady or the Tiger" for a study of boy-girl relations.

Especially in studying literature do individual differences need to be considered. Simplified versions of classics may be substituted for the original for pupils who have reading difficulties.

Most students admit that speaking and writing correct English grammar is a must for high school graduates, but the teacher must emphasize this and cite examples to prove it. Some drill is essential to teaching verb forms and pronouns. If the class can be made to realize that if such information is learned once and constantly practiced, it need never be learned again, they may be more anxious to acquire the knowledge.

Practice in speaking can be had by making announcements, conducting club or committee meetings or class discussions. Since social conversation is the kind of speaking most adults do, this can be taught directly. Being good conversationalists gives young people self-confidence in a group. The most common conversational weakness of college students are: being unable to draw out unwilling talkers, lacking animation, talking too rapidly, talking too little. These difficulties can be overcome with practice. Mock telephone conversations and enacting scenes of everyday life give training in talking.

Writing letters or paragraphs on practical subjects is good training in sentence structure and grammar. Freshman English classes should be given suggestions on how to study, how to read effectively, and how to use the library.

The library can be a valuable dispenser of guidance material for the whole school. English teachers can see that students make use of books and pictures that deal with vocations, social problems and educational opportunities. A collection of college catalogues and yearbooks is of interest to seniors.

Leisure activities can be directed

by the English teacher through radio and movie appreciation, displays of new books, and discussions of current magazine and newspaper articles. A bulletin board is a good starting

point. Pictures and news items of what is new in literature, the theater, music, and art make pupils aware of the contemporary scene. Hobbies, which serve as subject matter for

themes and talks, can be displayed in the English room.

If learning is to be pleasant and profitable, the tone of the classroom must be right. Books, pictures, and maps make a room attractive. The teacher should let the students feel "at home" without permitting unnecessary noise. The class and teacher can work together as a team rather than as dictator and stooges. The chief factor in giving a room the right tone is the teacher. An ideal teacher is friendly, interested, firm, sincere, pleasant, and patient. His speech and actions are those of an educated, cultured person. Discipline problems are taken care of promptly. Sarcasm or shame is never employed. The teacher is quick to notice cases of maladjustment. The wise teacher dresses attractively, has a sense of humor, and is enthusiastic. He is informed and interested in school and community affairs. He talks informally to students about what they do outside of class. His assignments are clear and he plans his own work efficiently. A pleasant and firm voice is a classroom asset.

Extra-curricular activities provide better opportunity for developing guidance objectives than the classroom does, since interest is already established and contacts are informal. Surveys have found a high correlation between extra-curricular activities, scholastic attainment and good health. Activities should not be closed to poor students as they may be able to learn here what they would never get in a class. Overemphasis on competition is not desirable in activities anymore than stressing grades is in class.

Publications, verse speaking choirs, debating or literary clubs, theater groups, and poetry or book clubs are activities that an English teacher can sponsor. It is well to introduce new clubs as student interests change. There is no point in trying to maintain some organization that interests only the teacher who has sponsored it for the last twenty years.

Activities give practice in co-operation and leadership. Students

WHAT DO OUR HIGH SCHOOL STUDENT READ—Philip A. Guy Tables VI and VII

TABLE VI
STUDENTS' TYPES OF READING FOR ENJOYMENT

Types of Reading for Enjoyment	No. Students	Per Cent	Ranking
Adventure	17	19.54	1
Mystery	11	12.64	2
"Funnies"	10	11.49	3
None	8	9.19	4
Sports	6	6.89	5
Romance	5	5.75	6
Fiction (General)	4	4.60	7
Adventure, Romance, and Mystery	4	4.60	7
Fiction and Sports	4	4.60	7
Romance and Mystery	4	4.60	7
Animal Stories	3	3.45	8
Travel	3	3.45	8
Cinema-Stories	2	2.30	9
Humor	2	2.30	9
Adventure and Romance	1	1.15	10
Biography	1	1.15	10
Historical Novels	1	1.15	10
Poetry	1	1.15	10
Totals	87	100.00	

TABLE VII
STUDENTS' TYPES OF READING FOR INFORMATION

Types of Reading for Information	Students	Per Cent	Ranking
None	31	55.65	1
Encyclopedia	22	25.28	2
Literature in Home Making	9	10.34	3
Encyclopedia-Dictionary	4	4.60	4
History	3	3.45	5
Literature on Nursing	3	3.45	5
Social-Geography	3	3.45	5
Biography	2	2.30	6
Literature on Farming	2	2.30	6
Biography-Magazines	2	2.30	6
Sports	2	2.30	6
Encyclopedia-Atlas	1	1.15	7
Literature on Airplanes	1	1.15	7
Inventions	1	1.15	7
Newspapers	1	1.15	7
Totals	87	100.00	

feel responsible for their club, whereas they often feel that the teacher is solely responsible for class work. Interests developed in school activities often direct vocational choices, or at least influence selection of college courses.

Another good chance for the teacher to help is in after school periods for make-up or extra work. He can sense particular difficulties here. Students are more apt to talk freely when their classmates are not present.

If there is a collection of interesting books in the room, many students will get some self-guidance while waiting for the teacher's help. Following are a few suggested books: *Knowing Yourself and Others* by Donald McLean; *I Find My Vocation* by Harry Kitson; *High School and You* by Simley and Hand; *Designs for Personality* by Bennett and Hand.

The classroom teacher knows his students better than the official counselor does, and the students probably feel more at home with him than with a stranger. In this case the teacher can act as a "go-between." He can encourage students to call on the counselor to discuss special problems or to get clinical service.

If there is friction between student and teacher, the counselor can see the matter objectively and help the teacher to adjust. Faculty members should look to the counselor for aid in solving problems and should not feel that he is a last resort when they have failed. The English teacher will sometimes serve on a committee with other staff members to consider a particular problem.

English teachers often feel that their subject is a catch-all of every whim of the curriculum makers. Some may feel that guidance is just another fad. Surely helping boys and girls to live more fully and more happily is as important as teaching them to punctuate correctly. If all of these objectives can be accomplished at once, the English teacher will be well rewarded for doing his part in guidance.

Shafer-Graves . . .

(Continued from Page 11)

class and we were never afraid to move." 2

18. "We had a chance to express our ideas in giving reports." 2

19. "We had a chance to see our own mistakes when working on common problems and developing ideas." 2

20. "We were given a chance to know our instructors personally, and we like the rapport established." 2

21. "We felt that 'doing' had more value than 'sitting' and 'listening.'" 2

22. "We found a deep appreciation and understanding of elementary teachers problems." 2

23. "We felt the procedure of teaching one of the best we have hit in college." 2

24. "We found the course an aid in overcoming our own inferiority complexes." 2

25. "We found our instructors inspired us to think through educational problems rather than accept ready made ideas." 2

26. "We felt that both instructors made us more conscious of objectives and what we are really teaching for." 2

27. "We will enjoy keeping and using the booklets which we prepared as a by-product of the course." 2

28. "We felt that more might have been accomplished if the group had used one typing committee, one proof-reading committee, and one assembling committee." 2

29. "We thought it might have been a better idea to have had less reading of reports to the group and more discussion." 2

In retrospect the instructors agree that more time was needed on the activities. If the same number of activities were engaged in over a longer period of time such as an entire quarter or semester, objectives might therefore be achieved in a more natural setting. Younger, less experienced members of a class might adjust sooner to certain phases of the work.

For those interested in experimenting with this or a similar method it is important that they have classroom supplies and equipment, typewriters, duplicating devices, a sufficient stock of paper, moveable furniture, and more floor space than is ordinarily utilized.

In addition, it is pointed out that such a method is more time consuming and more informal than most college classes. Several members of the class should be able to operate a typewriter. Perhaps the fact that two instructors cooperated in developing the method used counted in part for the resultant outcomes. However, both instructors supervised the work only during the first and the last week of the term. The rest of the time either one or the other assumed total responsibility for directing the activities.

Finally, the method herein described may easily result in greater expense to students than purchasing a basic text book. However, through group planning and without using a basic text the present course was financed at a minimum cost of two dollars per student. At the end of the course each student received two copies of the 95-page bulletin¹ which they assembled from the mimeographed reports.

Although it has been only a few months since the completion of the course, several members of the group have used the bulletin in their respective schools as a springboard for promoting professional staff meetings and in-service growth of teachers. Moreover, their work in the course resulted in a much closer relationship between the Department of Education at the college and several elementary schools in the area served by the college.

¹Shafer, Hugh M., and Graves, Octavia W., *Improvement of Instruction*, Bulletin No. 2 (Mimeographed) P. 95., College Bookstore, Morehead State Teachers College, Morehead, Kentucky, 1947.

Abstracts of Unpublished Master's Theses - - -

Donaldson, Ulysses Simpson, *The Negro and Education in Missouri*. June, 1948. 77pp.

Problem. This study was undertaken with a five-fold purpose: first, to ascertain and reveal some pertinent facts relative to the practices concerning and some legal provisions for the education of Negro Missourians; second, to indicate some extraordinary circumstances in which the Negro obtained, and still must obtain, an education; third, to enumerate some of his accomplishments because of such educational advantages as are provided him; fourth, to list some of his contributions to social welfare despite certain major educational disadvantages; fifth, to suggest some procedures, facilities and legal provisions that may eventuate in the correction of many socio-educational inequalities, limitations and deprivations.

Method. The research method was followed in the study. Careful examination was made of Missouri History, general texts on American History to follow any references thereto; critical examination of such periodicals as the *Journal of Negro History* and *The Journal of Negro Education* was made for the reason that, in the past, they had contained a store of valuable material on the problem. An original questionnaire was circulated widely among present and former Missouri educators. Many old newspapers were searched for any valuable data they might contain. Numerous interviews were conducted.

Findings. It was discovered that Negroes came into this region along with French mine promoters, adventurers, and homesteaders from states already in the American Union.

St. Louis was settled long before the state of the Missouri Territory was dreamed of by the French fur traders, trappers or missionaries.

Although slavery existed in this region from 1719 to 1865, there were no large plantations at any time.

Missouri was, rather became, a land of small farms and the farmers were small slave holders. For this reason, it became traditional to "hire out" the slaves. This resulted in the growth of a sort of source-of-income system of letting the slaves out as domestics, day laborers in factories and mines.

Learning took place among the Negroes from their environment. From the beginning by agreement among the masters, then by law, slaves were not to be taught. At one time, it was actually a crime, under the law, to teach a Missouri Negro.

This law remained on the Missouri statute books until 1865. Even then, all discriminatory legislation was not repealed. From then until now, even in the new state constitution ratified by the voters, it is unlawful for white and Negro pupils and students to be taught in the same classes in any institution financed by public money.

It should have been stated immediately above that the new constitution was ratified February 27, 1945.

This type of legislation fosters the "Separate but equal" principle of education. It is a myth and never did mean what it says. It is impossible and undemocratic.

It is believed that, if the state institutions were opened to all citizens in the state, suddenly all of the Negroes now doing advanced work in other accredited institutions would flood the institutions newly opened to them. This would not happen: Negroes constitute about one eighth of the entire population, and an infinitesimal portion of the teaching corps of the state, a ratio of 1600:25,000.

Meanwhile, Negroes have been educating themselves despite educational inequalities, etc., and doing a rather remarkable job of it as attested by the vocations in which they engage and the success that they enjoy in them.

The Springfield Plan of education, politics, religion and what not will relieve much of the tension at present so apparent everywhere.

Ultimately, inevitably, "To Secure These Rights" must become the vogue in America.

Pike, Osborn Earl. *An analysis of Athletic Expenditures as Reported by Garfield, Gerstmeier and Wiley High Schools Over the Three Year Period, September 1944 to June 1947*. March, 1948. 53 pp. (No. 582).

Problem. This study was made in order to learn how the coaches and managers of athletics of the Terre Haute City Schools spend the revenue received as receipts of athletic contests. Many questions about these expenditures have been asked and frequently have not been satisfactorily answered. Through this study we hoped to gain a more accurate knowledge of the proportion of income spent for such items as equipment, meals, and hotels, guarantees to visiting schools, Federal Tax, bands and other related school activities.

Method. The financial reports which are on file in the city schools' administration building were analyzed for this study. Three reports for each year, by each school over a three year period, September 1944 to June 1947, were analyzed. A master list of items was prepared and all expenditures tabulated accordingly. The amounts of money expended per school, the total expenditures for all schools, and the percentages of expense were prepared.

Findings. Receipts over the three year period totaled \$136,806.28. Of this sum, \$133,001.36 was spent in the promotion of athletics during the three years. The average expense per school, per year, over this period was \$14,777.93.

More money was spent during the basketball season than either football or spring sport season. However, considerable football and some track

and baseball equipment was purchased during this season.

A policy of giving back to the boys and girls as much of the income for athletics as is possible is evidenced by the expenditure of \$28,252.76, or 21.2 per cent of the total amount, expended for equipment. Guarantees to visiting teams amount to 19.8 per cent, Federal Tax was 13.4 per cent, et cetera, down to the item, School General Fund, which amounted to .5 per cent of the total expense.

Unless the income is particularly good, it appears that school officials can expect to spend slightly more than half of their money for game operation expense. Studies of this nature for both large and small schools are needed in order to compare athletic expenses and to aid in the planning of added athletic activities in the secondary schools.

Boyle, James Robert. *The Preparation, Production, and Evaluation of a series of Instrumental Appreciation Broadcasts for the Elementary Grades*. May, 1948. 140 pp. No. 587.

Problem. It was the purpose of this study to (1) prepare for the elementary grades a series of seven radio programs on musical instrument appreciation, analyzing the problems involved in the preparation; (2) produce and broadcast these seven programs, analyzing the production problems; and (3) determining the desirability and educational worth of such a series by an evaluation of the series by elementary classroom teachers, as revealed through a weekly questionnaire study. The medium of radio was chosen to present this type of program series now otherwise available to the average school.

Method. The study was divided into three parts: the preparation, the production, and the evaluation of the series.

The preparation consisted of writing the scripts and of composing the music. Two innovations were the combination of teaching and story telling as two related yet separate parts of the program; and the use of

original music for the instrumental solos.

The production consisted of casting, rehearsing, and broadcasting the programs. The series was broadcast for the seven weeks preceding the Easter vacation in the public schools.

The evaluation consisted of the tabulation of completed checking lists returned by thirty elementary teachers who used the series in their classrooms. An evaluation card was returned for each of the seven programs.

Findings. The evaluation reports, based on a reported listening audience of 7,771 pupils, revealed that basic information about musical instruments can be taught by such a series, and that in most reports, new information concerning the instruments featured was gained by listening to the programs. The programs of the series were valuable for the first six grades and especially for the third, fourth, and fifth grades. The combination of story and teaching proved to be desirable. The use of original music allowed for more attention to be given learning about the instruments without the necessity to also learn about classical music used as solos for the instruments.

Welch, Maryon Kathryn. *The Ranking of Occupations on the Basis of Social Studies*. June, 1948. 39 pp. (No. 590.).

Problem. It was the purpose of this study (1) to establish from rankings by teachers' college students a hierarchy of twenty-six of the more common occupations arranged according to their social prestige; (2) to compare the results obtained therein with a similar study in which the subjects were not teachers college students; (3) to secure information regarding the social status of the teaching profession; and (4) to focus attention on an aspect of a vocational guidance problem which may have been recognized but not seriously considered.

Method. The research method was employed in this study. Five hundred Indiana State Teachers College students, freshmen through graduates, were supplied with a list of twenty-

six of the more common occupations and asked to rank the occupations according to their respective social status. The data were tabulated by sex, by grade level, and by total subjects. The median rank was computed for each occupation by each grade level, by sex, and by the total number of subjects. By application of the Spearman rank-difference (ρ) formula, coefficients or correlation were computed between rankings established by: males and females, the five grade levels, and a similar study made in 1946 and this study.

Findings. Crystallized viewpoints existed toward occupations and clear lines of demarcation were established with regard to occupational social status. Those occupations at the professional level which require long periods of training and/or experience ranked high. Those at the semi-skilled or unskilled level which require relatively short periods of training and/or experience ranked low.

A high degree of correlation, .98752, existed between rankings established by males and females, indicating that differences in sex did not appear to affect the esteem associated with the various occupations.

Coefficients of correlation between rankings established by the five grade levels ranged from .97558 to .99573, indicating little difference in the order of rankings by the various grade levels. A correlation coefficient of .98291 between rankings established by freshmen and by graduates indicated that experience, schooling, and passage of time seemed to have little influence on attitudes toward occupational prestige.

The teaching professions ranked high, superintendent of schools ranking fourth, high school teacher sixth, and elementary school teacher eighth, indicating that the social prestige attached to the teaching profession is not a factor contributing to the shortage in the number of teachers which exists at the present time.

A high degree of correlation, .98346, existing between the rankings established by teachers' college students and non-teachers' college stu-

dents indicated that potential teachers do not differ greatly from others in the prestige they attach to occupations.

Patton, Helen. *A Three Year Study of the College Remedial Reading Program at Indiana State Teachers College*. January, 1948. 29 pp. (No. 580)

In order to evaluate the college reading program of Indiana State Teachers College, an examination was made of the scholarship indices, scholarship points, and the number of withdrawals made by two groups of students from September, 1944 until March, 1947. Students who took the remedial reading course were matched with students recommended for the course but who never enrolled in it. Date of entrance in college, freshmen psychological percentiles, and freshmen reading percentiles were used as the bases for the matching. With these criteria in mind, a selection of seventy pairs of students were made for this study. It was assumed that if reading ability had any relationship to academic success, the improvement in scholarship indices and scholarship points would be greater and the number of withdrawals would be fewer for the students who had been enrolled in the reading course.

After the basic data of scholarship indices, scholarship points, numbers of hours attempted, and number of withdrawals had been recorded for each of the one hundred-forty students, group comparisons of each of these were made. These comparisons revealed the following interesting facts:

1. More than twice as many withdrawals were made by students in the non-instructional group than were made by students in the instructional group. The exact figures were 52 and 22 respectively.

2. Twenty-five of the withdrawals of the non-instructional group were attributed to failure as compared with nine withdrawals due to failure in the instructional group.

3. The instructional group attempted 2,572 more hours of work than did the non-instructional group.

4. Students in the instructional group earned 1,533 more scholarship points than did students in the non-instructional group.

5. The average scholarship index for the instructional was higher than that of the non-instructional group. This was true for all three years covered in the study.

Since the instructional group attempted more hours of work, stayed in school longer, earned more scholarship points, and higher average scholarship indices during the entire study, it seemed fair to conclude that the remedial course at Indiana State Teachers College has been of value to the students enrolled in it.

Kramer, Harry E. *An Investigation of Some Factors Requiring Greater Stress on Guidance*. June, 1948. 80pp.

Problem. It was the purpose of this study (1) to show present day patterns of American life making guidance necessary; (2) to disclose factors creating necessity for greater stress on guidance, especially in the secondary school; and (3) to show why guidance programs are necessary, as revealed through a comparative questionnaire and standardized test study.

Method. Two methods of research were followed. In the first and second phases of the study library procedure was used. In the third, or final, phase of the study the writer used the normative-survey method to determine the correlation between the subjects' unguided choice of future occupations and their interests and predetermined aptitudes.

A questionnaire, devised by the writer to secure data concerning the subjects' unguided occupational choices, was used in conjunction with the Kuder Preference Record and the Psychological Corporation's Differential Aptitude Tests.

A total of 105 ninth grade students of both sexes participating in the complete survey, although 135 students participated in part of it.

Findings. The questionnaire which was entitled the Initial Occupational Inquiry revealed that of fifty-nine pu-

pils who selected occupations requiring college graduation, eleven had not planned to attend college, and twenty-three were uncertain about attending college or university.

The questionnaire revealed eighty-one students who stated that they had selected occupations without any real knowledge of the occupations chosen.

In comparing the interests of the individual subjects and their chosen occupations, only thirty-eight subjects, or 28.79 per cent of the group, showed a favorable correlation between occupational choice and indicated interest.

Compilation of the answers given on the Initial Occupational Inquiry revealed a total of eight sources of occupational information, and of these eight sources, when compared with the Kuder Preference Record scores, only two were found to be desirable. Those students who had secured their occupational information at school or from books and periodicals showed a fairly high correlation between occupational choice and indicated interests. The students, who had secured their vocational selections from other sources failed to show any appreciable correlation between their occupational choices and their indicated interests.

In the last part of the survey differential aptitude tests were given 105 of the original participating subjects to determine the correlation between their predetermined aptitudes and their occupational choices. Comparison of occupational choice and aptitude scores indicated a high correlation in 44.76 per cent of the cases, a poor correlation in 25.72 per cent of the cases, and a complete lack of correlation in 29.52 per cent of the cases.

The findings reveal that of the subjects in the survey, only 28.79 per cent could be expected to enter vocations in keeping with their interests and only 44.76 per cent could be expected to enter vocations for which they had the necessary aptitudes or abilities.

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It's Another Big Year for Indiana State

enrollment remains at high level . . . educational opportunities increased . . . campus development under way . . . alumni activities still expanding . . . efficient placement bureau . . . many worthwhile college functions planned . . . gala social events . . . athletics at their best

YOUR SUPPORT AND ENTHUSIASM WILL ASSURE AN
EVEN "BIGGER" YEAR THAN ANTICIPATED

LONGFELLOW ANNOUNCES 1948-1949 BASKETBALL SCHEDULE



JOHN L. LONGFELLOW
New Athletic Director and Basketball Coach

Nov. 29—Concordia (St. Louis) Here
Dec. 2—Huntington Here
Dec. 4—University of Louisville There
Dec. 8—Eastern Illinois Here
Dec. 11—Butler There
Dec. 17-18—N.A.I.B. 4 Team Tourney at
Kansas City: Marshall, Beloit, Louisville,
Indiana State
Dec. 21—Loyola of Los Angeles Here
Dec. 29, 30, 31 and Jan. 1—Mid-West
Tourney (8 teams)
Jan. 6—Hillsdale (Michigan) Here
Jan. 8—Marshall (West Va.) There
Jan. 13—Ball State (Muncie) There
Jan. 15—Valparaiso Here
Jan. 20—Indiana Central Here
Jan. 22—Xavier (Cincinnati) There
Jan. 29—Evansville There
Feb. 4—Eastern Illinois (Charleston) There
Feb. 5—Evansville Here
Feb. 9—St. Joseph's (Rensselaer) There
Feb. 11—Concordia (St. Louis) There
Feb. 12—Arkansas State Here
Feb. 18—Marshall Here
Feb. 19—Valparaiso There
Feb. 28—St. Joseph's Here
Mar. 3—Washington (St. Louis) There

The
MUSIC DEPARTMENT
AT
INDIANA STATE TEACHERS COLLEGE
IS PRESENTING

John Jacob Niles

Singer of American Folk Music

AT CONVOCATION, 10:00 A. M.

STUDENT UNION AUDITORIUM

WEDNESDAY, NOVEMBER 10, 1948

COMMENTS ON MR. NILES

"Everyone who heard John Jacob Niles has talked of little else, and students have called the evening the best of the year. I shall not soon forget the ballads . . ."

—John H. Finley, Jr., Eliot House, Harvard University

"His concert was quite a new experience, and we shall remember his songs and charming humor with joy. We hope we may again have the pleasure of another visit."

—Esther Teller, Music Committee, Antioch College

"He has such a deep understanding of the underlying motives behind the songs he sings, that his performance becomes that of great humanitarian as well as artistic musically."

—James M. Quarles, President, Music Teachers' National Association

"After each of Mr. Niles's visits, I have been impressed with the change in the students' attitude toward music. One can almost see them awakening to a new form of art."

—Louise Dudley, Stephens College, Columbia, Missouri